

**LCME Self-Study Report
GUIDELINES FOR COMMITTEE SUMMARY REPORTS**

FACULTY

A. Number, Qualifications, and Functions

SOM Committee Report Guide

1. Describe factors that facilitate and hinder the recruitment and retention of faculty members at your institution. Is the current size and mix of faculty (gender, ethnicity, academic discipline) appropriate for the attainment of your institutional goals?
2. Evaluate the availability of opportunities for both new and experienced faculty members (full-time, part time, and volunteer) to improve their skills in teaching and evaluation. Is institutional or departmental-level assistance, such as training sessions from education specialists, readily available?

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Insert the following items from the database in the Appendix:

- Tables showing current numbers of full-time, part-time, and volunteer faculty members in the basic science and clinical disciplines, by department and total
- Table of teaching responsibilities by department (from FA-2 in the database)
- Table (from FA-12 in the database) showing the major medical school faculty committees

Summarize trends in the total number of basic science and clinical faculty members since the previous survey visit. Evaluate whether the size and composition of the faculty is appropriate for the educational and other missions of the medical school. Are all basic science and clinical disciplines necessary for medical student education appropriately staffed? Is there any anticipated decrease in the number of faculty in the near future (for example, through a significant number of retirements)? Describe any institutional goals related to faculty diversity and comment on their achievement.

Describe whether the teaching skills of faculty members are evaluated by medical students and/or by peers. Is there formal evaluation of faculty as part of the course and clerkship review process? How are faculty members notified about the results of these evaluations? What mechanisms exist to remedy identified problems with faculty teaching or supervision skills? Describe both informal and formal programs to assist faculty members and, if relevant, residents and others who teach medical students, in improving their teaching skills.

Are there faculty development programs focused on other areas, such as research enhancement? Are these programs regularly utilized by faculty, residents, and others?

Does the faculty maintain a commitment to scholarly productivity? Is scholarship valued and fostered by the medical school?

B. Personnel Policies

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3. Evaluate the system for the appointment, renewal of appointment, promotion, granting of tenure and dismissal of faculty members. Are the policies clear, widely understood, and followed?

4. Assess the adequacy of institutional and departmental conflict of interest policies relating to faculty members' performance of their academic responsibilities.

5. Describe the extent of feedback provided to faculty members about their academic performance and progress toward promotion. Are faculty members regularly informed about their job responsibilities and the expectations that they must meet for promotion?

6. Discuss the extent to which education is valued in the institution. How are the degree and quality of participation in medical student education factored into decisions about faculty retention and promotion?

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Are the policies for faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal widely disseminated and understood by the faculty? If there are separate faculty tracks, are the policies related to these understood by the faculty? Does the medical school or its parent university have a faculty conflict of interest policy?

Do faculty members in all tracks get formal notification about their terms of appointment and about their responsibilities in teaching and other areas? Do faculty members appear aware of the availability of this information?

Describe the system for providing faculty members feedback about their performance and progress toward promotion. Is this feedback systematic, and do all faculty members receive such information? Are there medical school or university policies that require that such feedback be given?

C. Governance

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7. Evaluate the effectiveness of mechanisms for organizational decision-making. Are necessary decisions made in a timely and efficient manner with appropriate input from concerned parties? Assess the relative roles of committees of the faculty, department heads, and medical school administrators in decision-making.

8. Assess the effectiveness of the methods used to communicate with the faculty. Do faculty members perceive themselves to be well informed about important issues at the institution? Do faculty believe that they have sufficient opportunities to make themselves heard?

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Evaluate, in general, the medical school committee structure in terms of functionality and level of faculty participation. Individual committees (e.g., curriculum, admissions) can be described in the relevant sections of the report. What mechanisms exist for the dean to obtain input from department heads and faculty leadership groups? In general, do individual faculty members have sufficient input into organizational decision-making, either through a committee structure or directly (e.g., through access to the dean or at general faculty meetings)? How does the dean communicate with the faculty at large?